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ABSTRACT

Increased counseling loads matched with decreasing school funds have resulted in many community colleges examining more closely the use of paraprofessionals in pupil personnel services. These new and specialized positions are supposed to free the counselor from many of his less demanding tasks. A questionnaire was developed and sent to all California community colleges to determine: (1) how receptive counselors, administrators, and counselor educators are to the concept of using paraprofessionals in pupil personnel services, and (2) to what extent these same groups agree or disagree on selection, training, supervision, and function of paraprofessionals in these services. Eighty-eight per cent of those sampled returned the questionnaire. Five tables were constructed to present the data: (I) Subdivision of Questionnaire Content into Categories. (II) Description of the Populations in Frequencies and Proportions, (III) Tabulation of Frequency and Percentage, (IV) Tabulation of Frequency and Percentage of Responses to Selection Categories, and (V) Tabulation of Frequency and Percentage of Responses to Training Categories. The tables indicated counselor, administrator, and counselor-educator attitudes toward paraprofessionals. Chi-square statistics are available on request. (AL)

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THE ROLE OF PARAPROFESSIONALS IN COMMUNITY COLLEGE PUPIL PERSONNEL SERVICES

A SURVEY CONDUCTED BY

SAN JOAQUIN DELTA COMMUNITY COLLEGE DISTRICT

STOCKTON, CALIFORNIA

1971

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

INTRODUCTION

This academic year has been called the "year of the pinch." Many college administrators agree that 1971 signals the end of a "golden era" of higher education -- from the Sputnik year of 1957 to 1970 -- in which enrollment tripled and spending shot up dramatically. Peter Scrage (1969) calls it "the end of the bull market in higher education." Dr. Cartter, New York University, comments that many colleges "are now engaged in agonizing life - and - death decisions for substantial segments of their institutions."

Growing among community college administrators is the conviction that fundamental adjustments are required to pull higher education out of the red. One of the cost-cutting measures under study is how colleges can better utilize the specialists presently available at most colleges.

Where once the emphasis in school work was almost completely upon the individual, there is now much more demand for services offered on a broader base. In the area of pupil personnel services, for example, counselors are being asked to assume a greater variety of roles and functions.

In most community colleges the demand for special services and the student enrollment are on the increase, while finances are on an increasingly short supply. Thus, we find community colleges experimenting with the utilization of paraprofessionals in the field of pupil personnel services.

The paraprofessional has been defined as a mid-level, auxiliary person prepared to function in a new and specialized position. His services would free the professional counselor from some of the necessary but less professionally demanding tasks inherent in the counseling role. Although the contributions of the paraprofessionals have not been thoroughly assessed, preliminary evaluations of their effectiveness have been favorable.

Medical men are using para-medics and teacher aides have been used since the beginning of the 19th century. It appears that paraprofessionals in the area of pupil personnel services could be effectively utilized.

Authorities in the field state that counselors spend from thirty to sixty percent of their time in clerical activity which could be performed by paraprofessional personnel. The American Personnel and Guidance Association* supports the utilization of paraprofessionals in pupil personnel services and has presented a comprehensive statement concerning the role of such personnel for the counselor.

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*The Personnel and Guidance Journal, "Support Personnel for the Counselor: Their Technical and Non-Technical Roles and Preparation," April, 1967, p. 857.

San Joaquin Delta College has been particularly concerned in how to maintain the quality of the present counseling program in the face of increased enrollment and tightening finances. Delta College presently has seventeen full-time counselors with a counselor-counselee ratio of 1:415.

As a pilot program, four paraprofessionals were assigned to work with a limited number of credentialled counselors in the spring of 1971. At the conclusion of the pilot program, the four counselors unanimously agreed that properly trained paraprofessionals can play an effective role in improving and extending counseling services.

However, the remaining counseling staff is divided as to the possible use of such paraprofessionals, especially if this could mean the increase in the present favorable counselor-counselee ratio. (See Appendix A, Results of 1970-71 Survey on Counselor-Counselee Ratio in California Community Colleges).

Therefore, a questionnaire was developed which contains the areas of concern in analyzing the use of paraprofessionals. This questionnaire was submitted to the administrators and counselors of California community colleges plus counselor educators** to determine:

**Counselor educators has been defined as department chairmen of counselor training programs in California accredited four-year institutions.

1. How receptive are counselors, administrators and counselor educators to the concept of using paraprofessionals in pupil personnel services.

2. To what extent do counselors, administrators and counselor educators agree or disagree as to the selection, training, supervision, and function of paraprofessionals in pupil personnel services.

The response to the questionnaire was most gratifying and resulted in eighty-eight percent of the total California community colleges responding.

The data received were tabulated in frequency tables showing percentage of responses by group to performance and supervision categories, preparation categories and selection criteria for each item (chi square statistics available upon request).

The following tables are:

Table I Subdivision of Questionnaire Content into Categories

Table II Description of the Populations in Frequencies and Proportions

Table III Tabulation of Frequency and Percentage of Responses to Performance and Supervision Categories

Table IV Tabulation of Frequency and Percentage of R Responses to Selection Categories

Table V Tabulation of Frequency and Percentage of Responses to Training Categories

TABLE I

SUBDIVISION OF QUESTIONNAIRE
CONTENT INTO CATEGORIES

	Content	Item Numbers
1.	General Description of the Populations	1-8, 74
2.	Opinions toward Performance and Supervision of paraprofessionals	9-34, 75
3.	Opinions regarding Selection Criteria	35-65
4.	Opinions relating to Training of Paraprofessionals	66-73

TABLE II
DESCRIPTION OF THE POPULATIONS

Characteristics	Frequency and Percent		
	Counselor (N=396)	Administrator (N=136)	Counselor Educator (N=39)
1. Sex			
1. Male	264 (.67)	121 (.89)	27 (.69)
2. Female	128 (.32)	15 (.11)	12 (.31)
2. Respondent's Assignment			
1. Part-time Counselor	79 (.20)	4 (.03)	2 (.05)
2. Full-time Counselor	283 (.71)	12 (.09)	1 (.03)
3. Counseling Supervisor	12 (.03)	22 (.16)	1 (.03)
4. Community College Administration	9 (.02)	95 (.70)	1 (.03)
5. Counselor Educator	11 (.03)	2 (.01)	34 (.87)
3. Years of Teaching Experience			
1. Less than 1 year	17 (.04)	1 (.01)	0 (.00)
2. 1 - 3 years	23 (.06)	5 (.04)	3 (.08)
3. 4 - 6 years	50 (.13)	18 (.13)	4 (.10)
4. More than 6 years	301 (.76)	111 (.82)	30 (.77)
4. Years of Counseling Experience			
1. Less than 1 year	14 (.04)	14 (.10)	0 (.00)
2. 1 - 3 years	56 (.14)	20 (.15)	0 (.00)
3. 4 - 6 years	89 (.22)	25 (.18)	8 (.21)
4. More than 6 years	233 (.59)	75 (.55)	29 (.74)
5. Size of College or University			
1. Under 1,499	16 (.04)	10 (.07)	2 (.05)
2. 1,500 to 3,499	67 (.17)	38 (.28)	5 (.13)
3. 3,500 to 6,499	119 (.30)	38 (.28)	2 (.05)
4. Above 6,500	188 (.47)	49 (.36)	30 (.77)
6. Academic Preparation			
1. Bachelor's Degree	14 (.04)	0 (.00)	0 (.00)
2. Master's Degree	21 (.05)	4 (.03)	2 (.05)
3. Master's Degree plus	315 (.80)	77 (.57)	4 (.10)
4. Doctorate's Degree	41 (.10)	54 (.40)	33 (.85)
7. Utilization of Paraprofessionals in Respondent's College or University			
1. Yes	135 (.34)	61 (.45)	8 (.21)
2. No	248 (.63)	73 (.54)	25 (.64)
8.			
1. Rural	72 (.18)	38 (.28)	0 (.00)
2. Urban	276 (.70)	74 (.54)	36 (.92)
3. Other	40 (.10)	23 (.17)	3 (.08)

TABLE III

TABULATION OF FREQUENCY AND PERCENTAGE OF RESPONSES

TO PERFORMANCE AND SUPERVISION CATEGORIES

KEY

A -- Paraprofessional should NOT perform this activity.

B -- Paraprofessionals can perform this activity under Direct Supervision of the counselor. (Direct supervision means that the Paraprofessional will function only in specific ways with explicit directions and frequent consultation with the supervising counselor).

C -- Paraprofessionals can perform this activity under Indirect Supervision of the counselor. (Indirect Supervision means that the Paraprofessional will have primary and independent responsibility for this activity with only cursory supervision from the supervising counselor.)

TABLE III

FREQUENCY AND PERCENTAGE OF RESPONSES OF COMMUNITY COLLEGE ADMINISTRATORS, COUNSELORS AND COUNSELOR EDUCATORS TO PERFORMANCE AND SUPERVISION CATEGORIES

Activity	FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY A	B	C
DIRECT HELPING RELATIONSHIPS			
Individual Interviewing Function			
13. Engage counselee in informal discussion as a means of putting him at ease and establishing an openness to counseling.			
Administrator	13 (.10)	39 (.20)	84 (.62)
Counselor	39 (.10)	121 (.31)	233 (.59)
Counselor Educator	2 (.05)	16 (.41)	21 (.54)
14. Obtain educational and vocational history from students by means of a semi-structured or structured interview schedule.			
Administrator	13 (.10)	49 (.36)	73 (.54)
Counselor	42 (.11)	168 (.42)	183 (.46)
Counselor Educator	2 (.05)	20 (.51)	17 (.44)
15. Describe and help students understand what counseling services have to offer them.			
Administrator	2 (.01)	33 (.24)	99 (.73)
Counselor	18 (.05)	138 (.35)	238 (.60)
Counselor Educator	2 (.05)	15 (.38)	22 (.56)
16. Interpret scores of standardized group administered tests to individual students or to small groups of students.			
Administrator	79 (.58)	47 (.35)	10 (.07)
Counselor	219 (.55)	144 (.36)	30 (.08)
Counselor Educator	17 (.44)	18 (.46)	4 (.10)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
18. Conduct individual and group orientation conferences with incoming students. Inform students of college curricular offerings, extra-curricular opportunities, study methods, and other aspects of adjustment and development in the college.				
	Administrator	22 (.16)	64 (.47)	50 (.37)
	Counselor	54 (.14)	205 (.52)	134 (.34)
	Counselor Educator	1 (.03)	27 (.69)	11 (.28)
19. Assist students with the more routine aspects of scheduling.				
	Administrator	1 (.01)	27 (.20)	108 (.79)
	Counselor	8 (.02)	103 (.26)	282 (.71)
	Counselor Educator	0 (.00)	11 (.28)	28 (.72)
29. Visit high schools in the area to acquaint students with opportunities and programs of the community college.				
	Administrator	31 (.23)	75 (.55)	30 (.22)
	Counselor	85 (.21)	218 (.55)	91 (.23)
	Counselor Educator	11 (.28)	19 (.49)	9 (.23)
33. Assist an individual student to understand himself in relation to the social and psychological world in which he lives.				
	Administrator	80 (.59)	50 (.37)	6 (.04)
	Counselor	250 (.63)	120 (.30)	25 (.06)
	Counselor Educator	21 (.54)	16 (.41)	2 (.05)
34. Obtain, maintain, and assist students in utilizing information on various forms of student financial aid.				
	Administrator	4 (.03)	67 (.49)	65 (.48)
	Counselor	23 (.06)	191 (.48)	179 (.45)
	Counselor Educator	3 (.08)	19 (.49)	17 (.44)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
Small Group Interviewing or Discussion Function				
15. Describe and help students understand what counseling services has to offer them.				
	Administrator	2 (.01)	33 (.24)	99 (.73)
	Counselor	18 (.05)	138 (.35)	238 (.60)
	Counselor Educator	2 (.05)	15 (.38)	22 (.56)
16. Interpret scores of standardized group administered tests to individual students or to small groups of students.				
	Administrator	79 (.58)	47 (.35)	10 (.07)
	Counselor	219 (.55)	144 (.36)	30 (.08)
	Counselor Educator	17 (.44)	18 (.46)	4 (.10)
18. Conduct individual and group orientation conferences with incoming students. Inform students of college curricular offerings, extra-curricular opportunities, study methods, and other aspects of adjustment and development in the college.				
	Administrator	22 (.16)	64 (.47)	50 (.37)
	Counselor	54 (.14)	205 (.52)	134 (.34)
	Counselor Educator	1 (.03)	27 (.69)	11 (.28)
19. Assist students with the more routine aspects of scheduling.				
	Administrator	1 (.01)	27 (.20)	108 (.79)
	Counselor	8 (.02)	103 (.26)	282 (.71)
	Counselor Educator	0 (.00)	11 (.28)	28 (.72)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
22. Conduct the more routine group guidance activities, and those concerned primarily with information. (e.g. preparation for choice of future college, information about occupational status and trends, and suggestions about study methods)				
	Administrator	21 (.15)	69 (.51)	46 (.34)
	Counselor	65 (.16)	209 (.53)	119 (.30)
	Counselor Educator	3 (.08)	24 (.62)	12 (.31)
29. Visit high schools in the area to acquaint students with opportunities and programs of the community college.				
	Administrator	31 (.23)	75 (.55)	30 (.22)
	Counselor	85 (.21)	218 (.55)	91 (.23)
	Counselor Educator	11 (.28)	19 (.49)	9 (.23)
34. Obtain, maintain, and assist students in utilizing information on various forms of student financial aid.				
	Administrator	4 (.03)	67 (.49)	65 (.48)
	Counselor	23 (.06)	191 (.48)	179 (.45)
	Counselor Educator	3 (.08)	19 (.49)	17 (.44)
INDIRECT HELPING RELATIONSHIPS				
Information Gathering and Processing Function				
26. Determine the influence of the college's counseling program on students' educational and psychosocial development, and convey such information to other staff members.				
	Administrator	76 (.56)	42 (.31)	18 (.13)
	Counselor	203 (.51)	141 (.36)	49 (.12)
	Counselor Educator	18 (.46)	15 (.38)	6 (.15)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
28. Provide specific nonconfidential information about students at the request of other institutions and industry.				
	Administrator	36 (.26)	66 (.49)	34 (.25)
	Counselor	147 (.37)	174 (.44)	71 (.18)
	Counselor Educator	12 (.31)	20 (.51)	7 (.18)
30. Contact various sources for needed records and related information relevant to individuals or groups of students.				
	Administrator	33 (.24)	68 (.50)	34 (.25)
	Counselor	84 (.21)	210 (.53)	98 (.25)
	Counselor Educator	7 (.18)	18 (.46)	14 (.36)
21. Carry out prescribed activities in connection with studies such as surveys of job opportunities; surveys of referral possibilities in the community; follow-up studies of the college's graduates and dropouts.				
	Administrator	1 (.01)	79 (.58)	56 (.41)
	Counselor	25 (.06)	212 (.54)	156 (.39)
	Counselor Educator	4 (.10)	13 (.33)	22 (.56)
32. Organize and implement career days, college days, and visits by representatives from other colleges and industry.				
	Administrator	31 (.23)	75 (.55)	30 (.22)
	Counselor	74 (.19)	243 (.61)	76 (.19)
	Counselor Educator	7 (.18)	27 (.69)	5 (.13)
34. Obtain, maintain, and assist students in utilizing information on various forms of student financial aid.				
	Administrator	4 (.03)	67 (.49)	65 (.48)
	Counselor	23 (.06)	191 (.48)	179 (.45)
	Counselor Educator	3 (.08)	19 (.49)	17 (.44)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
Testing Function				
16. Interpret scores of standardized group administered tests to individual students or to small groups of students.				
	Administrator	79 (.58)	47 (.35)	10 (.07)
	Counselor	219 (.55)	144 (.36)	30 (.08)
	Counselor Educator	17 (.44)	18 (.46)	4 (.10)
20. Carry out routine statistical work in compiling data pertaining to students such as test score distributions, occupational and educational preferences and socio-economic status.				
	Administrator	9 (.07)	76 (.56)	51 (.38)
	Counselor	25 (.06)	207 (.52)	161 (.41)
	Counselor Educator	2 (.05)	20 (.51)	17 (.44)
23. Administer, score, and profile routine standardized tests and other appraisal instruments (nonclinical type).				
	Administrator	26 (.19)	56 (.41)	54 (.40)
	Counselor	53 (.13)	200 (.51)	138 (.35)
	Counselor Educator	1 (.03)	20 (.51)	18 (.46)
Placement and Routine Follow-Up Function				
21. Carry out prescribed activities in connection with studies such as surveys of job opportunities; surveys of referral possibilities in the community; follow-up studies of the college's graduates and dropouts.				
	Administrator	1 (.01)	79 (.58)	56 (.41)
	Counselor	25 (.06)	212 (.54)	156 (.39)
	Counselor Educator	4 (.10)	13 (.33)	22 (.56)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
22. Conduct the more routine group guidance activities, and those concerned primarily with information. (e.g. preparation for choice of future college, information about occupational status and trends, and suggestions about study methods).				
	Administrator	21 (.15)	69 (.51)	46 (.34)
	Counselor	65 (.16)	209 (.53)	119 (.30)
	Counselor Educator	3 (.08)	24 (.62)	12 (.31)
27. Establish and maintain working relationships with organized placement agencies in the community.				
	Administrator	37 (.27)	71 (.52)	28 (.21)
	Counselor	105 (.27)	204 (.52)	84 (.21)
	Counselor Educator	5 (.13)	28 (.72)	6 (.15)
28. Provide specific nonconfidential information about students at the request of other institutions and industry.				
	Administrator	36 (.26)	66 (.49)	34 (.25)
	Counselor	147 (.37)	174 (.44)	71 (.18)
	Counselor Educator	12 (.31)	20 (.51)	7 (.18)
30. Contact various sources for needed records and related information relevant to individuals or groups of students.				
	Administrator	33 (.24)	68 (.50)	34 (.25)
	Counselor	84 (.21)	210 (.53)	98 (.25)
	Counselor Educator	7 (.18)	18 (.46)	14 (.36)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
Program Planning and Management Function				
9. Handle correspondence not requiring professional decisions or opinions.				
	Administrator	10 (.07)	45 (.33)	81 (.60)
	Counselor	42 (.11)	123 (.31)	227 (.57)
	Counselor Educator	5 (.13)	9 (.23)	25 (.64)
10. Schedule counselor conferences with students, other professional in the college and in the community.				
	Administrator	11 (.08)	37 (.27)	88 (.65)
	Counselor	40 (.10)	140 (.35)	204 (.52)
	Counselor Educator	3 (.08)	13 (.33)	22 (.56)
11. Maintain, organize and record confidential data about students.				
	Administrator	51 (.38)	63 (.46)	22 (.16)
	Counselor	171 (.43)	153 (.39)	68 (.17)
	Counselor Educator	4 (.10)	26 (.67)	9 (.23)
12. Participate in staff conferences.				
	Administrator	19 (.14)	49 (.36)	66 (.49)
	Counselor	64 (.16)	141 (.36)	184 (.46)
	Counselor Educator	2 (.05)	12 (.31)	25 (.64)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
21. Carry out prescribed activities in connection with studies such as surveys of job opportunities; surveys of referral possibilities in the community; follow-up studies of the college's graduates and dropouts.				
	Administrator	1 (.01)	79 (.58)	56 (.41)
	Counselor	25 (.06)	212 (.54)	156 (.39)
	Counselor Educator	4 (.10)	13 (.33)	22 (.56)
32. Organize and implement career days, college days, and visits by representatives from other colleges and industry.				
	Administrator	31 (.23)	75 (.55)	30 (.22)
	Counselor	74 (.19)	243 (.61)	76 (.19)
	Counselor Educator	7 (.18)	27 (.69)	5 (.13)

Referral Function

17. Make referrals for individual students to community agencies (after consulting with the supervising counselor).				
	Administrator	47 (.35)	70 (.51)	19 (.14)
	Counselor	177 (.45)	167 (.42)	49 (.12)
	Counselor Educator	8 (.21)	23 (.59)	8 (.21)
21. Carry out prescribed activities in connection with studies such as surveys of job opportunities; surveys of referral possibilities in the community; follow-up studies of the college's graduates and dropouts.				
	Administrator	1 (.01)	79 (.58)	56 (.41)
	Counselor	25 (.06)	212 (.54)	156 (.39)
	Counselor Educator	4 (.10)	13 (.33)	22 (.56)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
31. Establish and maintain working relationships with referral sources within the college (reading laboratory, readiness center, etc.)				
	Administrator	17 (.13)	67 (.49)	52 (.38)
	Counselor	53 (.13)	199 (.50)	143 (.36)
	Counselor Educator	7 (.18)	24 (.62)	8 (.21)
Research				
20. Carry out routine statistical work in compiling data pertaining to students such as test score distributions, occupational and educational preferences and socio-economic status. He may prepare local norms and experience tables.				
	Administrator	9 (.07)	76 (.56)	51 (.38)
	Counselor	25 (.06)	207 (.52)	161 (.41)
	Counselor Educator	2 (.05)	20 (.51)	17 (.44)
25. Work as a team member in research projects in the area of student personnel services.				
	Administrator	8 (.06)	100 (.74)	28 (.21)
	Counselor	28 (.07)	272 (.69)	90 (.23)
	Counselor Educator	2 (.05)	30 (.77)	7 (.18)
Program Planning and Management Function				
9. Handle correspondence not requiring professional decisions or opinions.				
	Administrator	10 (.07)	45 (.33)	81 (.60)
	Counselor	42 (.11)	123 (.31)	227 (.57)
	Counselor Educator	5 (.13)	9 (.23)	25 (.64)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
10. Schedule counselor conferences with students, other professional in the college and in the Community.				
	Administrator	11 (.08)	37 (.27)	88 (.65)
	Counselor	40 (.10)	140 (.35)	204 (.52)
	Counselor Educator	3 (.08)	13 (.33)	22 (.56)
11. Maintain, organize and record confidential data about students.				
	Administrator	51 (.38)	63 (.46)	22 (.16)
	Counselor	171 (.43)	153 (.39)	68 (.17)
	Counselor Educator	4 (.10)	26 (.67)	9 (.23)
12. Participate in staff conferences.				
	Administrator	19 (.14)	49 (.36)	66 (.49)
	Counselor	64 (.16)	141 (.36)	184 (.46)
	Counselor Educator	2 (.05)	12 (.31)	25 (.64)
20. Carry out routine statistical work in compiling data pertaining to students such as test score distributions, occupational and educational preferences and socio-economic status. He may prepare local norms and experience tables.				
	Administrator	9 (.07)	76 (.56)	51 (.38)
	Counselor	25 (.06)	207 (.52)	161 (.41)
	Counselor Educator	2 (.05)	20 (.51)	17 (.44)
21. Carry out prescribed activities in connection with studies such as surveys of job opportunities; surveys of referral possibilities in the community; follow-up studies of the college's graduates and dropouts.				
	Administrator	1 (.01)	79 (.58)	56 (.41)
	Counselor	25 (.06)	212 (.54)	156 (.39)
	Counselor Educator	4 (.10)	13 (.33)	22 (.56)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
30. Contact various sources for needed records and related information relevant to individuals or groups of students.				
	Administrator	33 (.24)	68 (.50)	34 (.25)
	Counselor	84 (.21)	210 (.53)	98 (.25)
	Counselor Educator	7 (.18)	18 (.46)	14 (.36)
31. Establish and maintain working relationships with referral sources within the college (reading laboratory, readiness center, etc.).				
	Administrator	17 (.13)	67 (.49)	52 (.38)
	Counselor	53 (.13)	199 (.50)	143 (.36)
	Counselor Educator	7 (.18)	24 (.62)	8 (.21)
32. Organize and implement career days, college days, and visits by representatives from other colleges and industry.				
	Administrator	31 (.23)	75 (.55)	30 (.22)
	Counselor	74 (.19)	243 (.61)	76 (.19)
	Counselor Educator	7 (.18)	27 (.69)	5 (.13)
34. Obtain, maintain, and assist students in utilizing information on various forms of student financial aid.				
	Administrator	4 (.03)	67 (.49)	65 (.48)
	Counselor	23 (.06)	191 (.48)	179 (.45)
	Counselor Educator	3 (.08)	19 (.49)	17 (.44)

	FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
	A	B	C
75. Which statement in this item represents your attitude in the supervision of paraprofessionals. The paraprofessional worker should be supervised by:			
A. a professional counselor on a one-to-one basis			
B. an administrator			
C. the counseling staff			
Administrator	60 (.44)	18 (.13)	43 (.32)
Counselor	196 (.49)	38 (.10)	135 (.34)
Counselor Educator	20 (.51)	3 (.08)	15 (.38)

TABLE IV

TABULATION OF FREQUENCY AND PERCENTAGE OF

RESPONSES TO SELECTION CATEGORIES

KEY

A -- Essential

B -- Preferred but not essential

C -- Not essential

TABLE IV

FREQUENCY AND PERCENTAGE OF RESPONSES OF COMMUNITY COLLEGE ADMINISTRATORS, COUNSELORS AND COUNSELOR EDUCATORS TO SELECTION CATEGORIES

Selection Criteria	FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY A	B	C
Prior to employment, the applicant for the position as a paraprofessional should:			
35. provide a medical certificate validating he is in good health			
Administrator	74 (.54)	47 (.35)	15 (.11)
Counselor	194 (.49)	167 (.42)	32 (.08)
Counselor Educator	23 (.59)	13 (.33)	3 (.08)
36. provide references from significant sources			
Administrator	105 (.77)	25 (.18)	6 (.04)
Counselor	262 (.66)	107 (.27)	25 (.06)
Counselor Educator	30 (.77)	7 (.18)	2 (.05)
37. have a personal interview with the counseling supervisor			
Administrator	130 (.96)	5 (.04)	1 (.01)
Counselor	375 (.95)	16 (.04)	3 (.01)
Counselor Educator	38 (.97)	1 (.03)	0 (.00)
38. have a personal interview with the administrator			
Administrator	90 (.66)	35 (.26)	11 (.08)
Counselor	196 (.49)	145 (.37)	53 (.13)
Counselor Educator	23 (.59)	15 (.38)	1 (.03)
39. have a personal interview with the counseling staff			
Administrator	67 (.49)	58 (.43)	11 (.08)
Counselor	230 (.58)	123 (.31)	41 (.10)
Counselor Educator	29 (.74)	8 (.21)	2 (.05)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
40. be actively involved in civic, social or fraternal groups				
	Administrator	0 (.00)	69 (.51)	67 (.49)
	Counselor	9 (.02)	185 (.47)	198 (.50)
	Counselor Educator	0 (.00)	20 (.51)	19 (.49)
41. take an intelligence or aptitude test				
	Administrator	13 (.10)	49 (.36)	73 (.54)
	Counselor	53 (.13)	118 (.30)	218 (.55)
	Counselor Educator	5 (.13)	19 (.49)	15 (.38)
42. take a personal adjustment inventory (e.g. MMPI or Edwards Personality Test)				
	Administrator	21 (.15)	56 (.41)	59 (.43)
	Counselor	60 (.15)	150 (.38)	181 (.46)
	Counselor Educator	10 (.26)	15 (.38)	14 (.36)
43. take a vocational inventory				
	Administrator	14 (.10)	48 (.35)	74 (.54)
	Counselor	31 (.08)	130 (.33)	228 (.58)
	Counselor Educator	7 (.18)	16 (.41)	16 (.41)
44. be attractive in appearance (both physical and style of dress)				
	Administrator	35 (.26)	76 (.56)	24 (.18)
	Counselor	97 (.24)	207 (.52)	85 (.21)
	Counselor Educator	8 (.21)	20 (.51)	11 (.28)
45. have a high school education				
	Administrator	104 (.76)	22 (.16)	10 (.07)
	Counselor	259 (.65)	88 (.22)	44 (.11)
	Counselor Educator	17 (.44)	20 (.51)	2 (.05)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
46. have some college training				
	Administrator	74 (.54)	55 (.40)	7 (.05)
	Counselor	210 (.53)	156 (.39)	27 (.07)
	Counselor Educator	13 (.33)	21 (.54)	5 (.13)
47. have a good academic record (i.e. with a C or better G.P.A.)				
	Administrator	57 (.42)	65 (.48)	14 (.10)
	Counselor	182 (.46)	160 (.40)	52 (.13)
	Counselor Educator	9 (.23)	24 (.62)	6 (.15)
48. be between 18-25 year[illegible]f age				
	Administrator	14 (.10)	53 (.39)	68 (.50)
	Counselor	34 (.09)	146 (.37)	212 (.54)
	Counselor Educator	1 (.03)	10 (.26)	28 (.72)
49. be between 26-45 years of age				
	Administrator	8 (.06)	36 (.26)	91 (.67)
	Counselor	20 (.05)	104 (.26)	267 (.67)
	Counselor Educator	0 (.00)	9 (.23)	30 (.77)
50. not over 46 years of age				
	Administrator	27 (.20)	29 (.21)	80 (.59)
	Counselor	64 (.16)	87 (.22)	242 (.61)
	Counselor Educator	3 (.08)	7 (.18)	29 (.74)
51. have a pleasant voice				
	Administrator	31 (.23)	87 (.64)	18 (.13)
	Counselor	116 (.29)	216 (.55)	61 (.15)
	Counselor Educator	11 (.28)	22 (.56)	6 (.15)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
52. manifest some ability to accept and use authority				
	Administrator	86 (.63)	43 (.32)	7 (.05)
	Counselor	263 (.66)	113 (.29)	17 (.04)
	Counselor Educator	22 (.56)	13 (.33)	4 (.10)
53. manifest some ability to express self both in written and spoken language				
	Administrator	112 (.82)	24 (.18)	0 (.00)
	Counselor	318 (.80)	72 (.18)	4 (.01)
	Counselor Educator	28 (.72)	10 (.26)	1 (.03)
54. manifest some ability to tolerate ambiguity				
	Administrator	102 (.75)	32 (.24)	2 (.01)
	Counselor	295 (.74)	87 (.22)	11 (.03)
	Counselor Educator	32 (.82)	5 (.13)	2 (.05)
55. manifest some ability to accept differences in others and relate to various cultural and ethnic groups with ease				
	Administrator	127 (.93)	9 (.07)	0 (.00)
	Counselor	373 (.94)	19 (.05)	3 (.01)
	Counselor Educator	36 (.92)	3 (.08)	0 (.00)
56. manifest warmth, genuiness and flexibility				
	Administrator	124 (.91)	12 (.09)	0 (.00)
	Counselor	367 (.93)	26 (.07)	1 (.00)
	Counselor Educator	34 (.87)	4 (.10)	1 (.03)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
57. manifest sensitivity to the feelings of others				
	Administrator	127 (.93)	9 (.07)	0 (.00)
	Counselor	368 (.93)	26 (.07)	0 (.00)
	Counselor Educator	34 (.87)	4 (.10)	1 (.03)
58. manifest ability to maintain confidential information				
	Administrator	134 (.99)	1 (.01)	1 (.01)
	Counselor	386 (.97)	8 (.02)	0 (.00)
	Counselor Educator	36 (.92)	3 (.08)	0 (.00)
59. manifest a deep but unobtrusive concern for the welfare of others				
	Administrator	115 (.85)	21 (.15)	0 (.00)
	Counselor	317 (.80)	75 (.19)	2 (.01)
	Counselor Educator	31 (.79)	7 (.18)	1 (.03)
60. manifest ability to maintain eye-contact with the addressee				
	Administrator	55 (.40)	70 (.51)	11 (.08)
	Counselor	195 (.49)	184 (.46)	13 (.03)
	Counselor Educator	15 (.38)	20 (.51)	4 (.10)
61. manifest ability to "stay with" the other person's conversation without introducing new verbal data				
	Administrator	61 (.45)	67 (.49)	8 (.06)
	Counselor	229 (.58)	151 (.38)	11 (.03)
	Counselor Educator	18 (.46)	19 (.49)	2 (.05)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
62. manifest ability of communicating attentiveness to another person (either by verbal or non-verbal means)				
	Administrator	104 (.76)	30 (.22)	2 (.01)
	Counselor	320 (.81)	70 (.18)	2 (.01)
	Counselor Educator	29 (.74)	8 (.21)	2 (.05)
63. manifest the ability to communicate empathic understanding to another person				
	Administrator	87 (.64)	46 (.34)	2 (.01)
	Counselor	267 (.67)	116 (.29)	7 (.02)
	Counselor Educator	25 (.64)	11 (.28)	3 (.08)
64. be required to conduct one or more individual and group interviews with real clients (at the final state of the selection process)				
	Administrator	35 (.26)	70 (.51)	31 (.23)
	Counselor	119 (.30)	195 (.49)	76 (.19)
	Counselor Educator	22 (.56)	9 (.23)	8 (.21)
65. demonstrate an ability to perform the job and give some evidence of maturation and stability				
	Administrator	112 (.82)	21 (.15)	3 (.02)
	Counselor	348 (.88)	37 (.09)	3 (.01)
	Counselor Educator	34 (.87)	3 (.08)	1 (.03)

TABLE V

TABULATION OF FREQUENCY AND PERCENTAGE OF

RESPONSES TO TRAINING CATEGORIES

KEY

A -- Essential

B -- Preferred but not essential

C -- Not essential

TABLE V

FREQUENCY AND PERCENTAGE OF RESPONSES OF COMMUNITY COLLEGE ADMINISTRATORS, COUNSELORS AND COUNSELOR EDUCATORS TO TRAINING CATEGORIES

Training Categories		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY A	B	C
66. The training program should be designed with a wide base for learning about the characteristics of the various subgroups in our society.				
	Administrator	87 (.64)	44 (.32)	4 (.03)
	Counselor	244 (.62)	136 (.34)	12 (.03)
	Counselor Educator	30 (.77)	7 (.18)	2 (.05)
67. The training program should be designed so that there will be an exploration of various counseling theories.				
	Administrator	41 (.30)	69 (.51)	25 (.18)
	Counselor	130 (.33)	192 (.48)	70 (.18)
	Counselor Educator	15 (.38)	18 (.46)	6 (.15)
68. Paraprofessional personnel should be involved in some form of seminar work during the training process.				
	Administrator	74 (.54)	54 (.40)	8 (.06)
	Counselor	232 (.59)	136 (.34)	22 (.06)
	Counselor Educator	26 (.67)	13 (.33)	0 (.00)
69. Paraprofessional personnel should be involved in some form of sensitivity group work during the training process.				
	Administrator	28 (.21)	63 (.46)	44 (.32)
	Counselor	114 (.29)	180 (.45)	97 (.24)
	Counselor Educator	19 (.49)	16 (.41)	4 (.10)

		FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY		
		A	B	C
70. The training program should be on-the-job training interspersed with formal class instruction.				
	Administrator	64 (.47)	69 (.51)	3 (.02)
	Counselor	192 (.48)	158 (.40)	41 (.10)
	Counselor Educator	28 (.72)	10 (.26)	1 (.03)
71. Supervised practicum should follow only after trainee has completed prescribed formal class instruction.				
	Administrator	31 (.23)	56 (.41)	49 (.36)
	Counselor	86 (.22)	172 (.43)	130 (.33)
	Counselor Educator	6 (.15)	16 (.41)	17 (.44)
72. All candidates should be subject to a short-term intensive training program which would constitute a preliminary screen.				
	Administrator	50 (.37)	61 (.45)	25 (.18)
	Counselor	138 (.35)	181 (.46)	71 (.18)
	Counselor Educator	17 (.44)	20 (.51)	2 (.05)

	FREQUENCY AND PERCENT OF RESPONSES IN EACH CATEGORY							
	A		B		C		D	
73. As to the scope or time of a training program, APGA suggested the duration of pre-service preparation be fairly brief compared to that of the counselor (that is, a matter of weeks or months, compared to years). Which schedule do you favor: A. less than a month B. 1 - 6 months C. 12 - 24 months D. other								
Administrator	34	(.25)	78	(.57)	18	(.13)	5	(.04)
Counselor	87	(.22)	243	(.61)	47	(.12)	14	(.04)
Counselor Educator	5	(.13)	23	(.59)	7	(.18)	3	(.08)

SUMMARY

The questionnaire gathered and compared professional opinions which were used to identify selection criteria, appropriate duties, training requirements, and supervision of paraprofessionals for community college student personnel services.

Most of the duties considered appropriate for paraprofessionals were those involving person-to-person contact and indirectly helping counselees by improving the total guidance and counseling program. All the activities in the areas of office management, and processing of information and communications in and out of the counseling office, were perceived as appropriate activities for paraprofessionals. Representative duties included keeping vocational files and catalogs current. Respondents generally agreed that paraprofessionals could be primarily responsible for these functions with only cursory supervision from the supervisor. In research and testing, it was considered appropriate for the paraprofessional, under close supervision, to implement the planning and interpretations made by the counselor. A majority of the respondents favored restricting the paraprofessional's activities largely to the counseling office, with referral, consultation, and community outreach perceived as requiring close supervision.

RESPONSES TO SELECTION CATEGORIES INDICATED THAT:

1. most administrators and counselors considered it essential that paraprofessionals have a high school education with some college work whereas counselor educators favored this as a preference rather than essential.

2. more respondents chose to have the paraprofessional be personally interviewed by the administrator and supervising counselor over subjugating paraprofessionals to pen-and-pencil tests (intelligence, aptitude, personality, and vocational inventories).

3. all three groups perceived it as essential that the paraprofessional have the ability to accept and use authority, to accept differences in others, to tolerate ambiguity and to be able to operate in a flexible manner.

4. the respondents strongly felt that age should not be a determining factor in the selection process.

RESPONSES IN THE TRAINING CATEGORIES INDICATED THAT:

1. a one-to-six month training program specifically designed to prepare paraprofessionals was chosen by all three groups as a favorable training schedule; however, counselor educators tended to favor on-the-job training interspersed with formal class instruction.

2. exploration of various counseling theories with paraprofessionals would be appropriate but that it is more important that the program be designed with a wide base for learning about characteristics of the various sub-groups in our society.

CONCLUSION

The respondents generally agreed as to the selection criteria, needed training programs, and duties that could be satisfactorily performed by paraprofessionals in the field of student personnel services.

The economic realities of maintaining quality personnel services dictate the serious consideration of the use of paraprofessionals.

APPENDIX "A"

SIX ANNUAL STUDY OF COUNSELOR-COUNSELEE RATIO IN CALIFORNIA COMMUNITY COLLEGES (FALL SEMESTER, 1970-71)

(by Jerry H. Girdner, Asst. Supt. and Dean of Student Personnel
West Valley College)

COLLEGES ON SEMESTER SYSTEM (#77)

RANK (1970)	RANK (1969)	COLLEGE	TOTAL FTE COUNSELORS	STUDENTS IN DAY GRADED CLASSES	RATIO OF COUNSELORS/ COUNSELEES	
1	(19)	Victor Valley	2.70	602	1:223	
2	(1)	Taft	1.80	436	1:242	
3	(5)	Skyline	7.30	2231	1:306	
4	(10)	Lassen	2.30	706	1:307	
5	(51)	Canada	8.70	3277	1:377	
6	(7)	Santa Rosa	12.60	5139	1:408	
7	(4)	San Joaquin Delta	17.40	7215	1:415	
8	(-)	Cosumnes River	4.00	1700	1:425	
9	(29)	Bakersfield	11.00	5042	1:425	*
10	(2)	Porterville	2.70	1148	1:425	
11	(17)	San Mateo	17.60	7677	1:436	
12	(12)	Mt. San Jacinto	2.00	874	1:437	
13	(14)	Merced	5.75	2518	1:438	
14	(13)	San Bernardino Valley	15.50	6648	1:439	
15	(61)	Laney	13.50	5962	1:442	
16	(9)	West Valley	14.13	6318	1:447	
17	(8)	Solano	6.00	3302	1:448	**
18	(28)	West Hills	1.62	739	1:456	
		QUARTILE ONE	(458)			

* Faculty advisors not included.
** Excludes Mare Island Apprentices.

RANK (1970)	RANK (1969)	COLLEGE	TOTAL FTE COUNSELORS	STUDENTS IN DAY GRADED CLASSES	RATIO OF COUNSELORS/ COUNSELEES
19	(27)	Contra Costa	9.40	4346	1:462
20	(16)	Imperial Valley	3.48	1608	1:462
21	(32)	Hartnell	5.40	2504	1:464
22	(31)	San Jose City	13.64	6372	1:467
23	(15)	College of Marin	10.07	4722	1:469
24	(22)	College of the Desert	3.80	1833	1:482
25	(3)	College of the Siskiyous	1.75	843	1:482
26	(18)	Monterey Peninsula	6.70	3271	1:488
27	(35)	American River	18.00	8822	1:490
28	(63)	San Diego City	8.00	3976	1:497
29	(23)	Grossmont	14.50	7225	1:498
30	(24)	Yuba	5.15	2605	1:506
31	(37)	Modesto	10.25	5213	1:509
32	(68)	Barstow	1.50	766	1:511
33	(42)	Santa Barbara	8.00	4110	1:514
34	(43)	Sacramento	15.00	7743	1:516
35	(44)	Southwestern	7.90	4088	1:517
36	(48)	Ventura	9.00	4660	1:518
37	(21)	Chaffey	9.07	4735	1:522
38	(30)	Mt. San Antonio	15.15	7929	1:523
39	(20)	Palo Verde	1.00	530	1:530
40	(33)	Los Angeles Trade-Tech.	10.40	5538	1:532
		MEDIAN	(550)		
41	(36)	Golden West	7.90	4400	1:557
42	(54)	Miracosta	2.40	1340	1:558
43	(25)	Cabrillo	7.60	4324	1:569
44	(45)	Glendale	6.22	3602	1:579
45	(47)	Reedley	3.16	1839	1:582
46	(59)	College of the Sequoias	5.40	3165	1:586
47	(40)	San Francisco	20.94	12605	1:602
48	(34)	Allan Hancock	4.50	2715	1:603
49	(39)	Cypress	8.00	4893	1:612
50	(11)	Cuesta	3.15	1928	1:612
51	(38)	Santa Ana	8.30	5161	1:622
52	(50)	Fullerton	15.50	9696	1:626
53	(49)	Cerritos	12.30	7782	1:633
54	(53)	Diablo Valley	13.20	8400	1:636
55	(58)	Shasta	5.00	3193	1:639
56	(46)	Citrus	5.85	3844	1:657
57	(26)	Compton	5.80	3822	1:659
58	(62)	Antelope Valley	3.57	2288	1:641
59	(56)	Sierra	4.60	3058	1:665
		QUARTILE THREE	(683)		

RANK (1970)	RANK (1969)	COLLEGE	TOTAL FTE COUNSELORS	STUDENTS IN DAY GRADED CLASSES		RATIO OF COUNSELORS/ COUNSELEES	
60	(65)	West Los Angeles	4.00	2781		1:695	
61	(67)	Fresno	11.00	7695		1:700	
62	(64)	Riverside City	7.20	5286		1:734	
63	(66)	Santa Monica	11.20	8292		1:740	
64	(52)	Palomar	4.20	3146		1:749	
65	(55)	Pasadena	12.25	9231		1:754	
66	(6)	Los Angeles Southwest	3.78	2936		1:777	
67	(41)	Moorpark	7.20	5655		1:785	
68	(74)	Los Angeles Valley	13.50	11251		1:833	
69	(75)	San Diego Mesa	8.60	7169		1:834	
70	(71)	Rio Hondo	6.59	5572		1:846	
71	(69)	Los Angeles Harbor	6.90	6016		1:872	
72	(57)	Orange Coast	9.50	8289		1:873	
73	(70)	Los Angeles City	12.50	11038		1:883	
74	(76)	East Los Angeles	7.70	6854		1:890	
75	(72)	El Camino	12.50	11270		1:902	
76	(73)	Long Beach	12.68	12257		1:967	
77	(77)	Los Angeles Pierce	9.50	11193		1:1178	
		(TOTALS)	637.95	378,959	Av=	1:594	
		COLLEGES ON QUARTER SYSTEM (#14)					
1	(2)	De Anza	14.50	5372		1:370	
2	(12)	College of the Canyons	2.00	767		1:383	
3	(4)	Foothill	14.25	5459		1:383	
4	(11)	Gavilan	2.75	1148		1:417	
5	(1)	Feather River	1.00	422		1:422	
6	(3)	Merritt	13.00	5536		1:426	
7	(8)	Saddleback	2.67	1725		1:431	
8	(-)	College of Alameda	9.50	3062		1:437	
9	(6)	College of the Redwoods	6.25	2832		1:453	***
		MEDIAN	(456)				
10	(7)	Ohlone	4.07	2021		1:497	
11	(5)	Chabot	12.44	7278		1:585	
12	(9)	Butte	4.15	2462		1:593	
13	(-)	Napa	2.80	2300		1:821	****
14	(10)	Columbia	.90	947		1:1052	
		(TOTALS)	90.28	41,331	Av=	1:458	

*** Academic Advisors included.

**** 64th among 77 colleges on the semester system last year.